

Credit Enrollment of High School Students at Iowa Community Colleges, 2002 and 2003



Iowa Department of Education

Division of Community Colleges and Workforce Preparation
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Highlights

This statistical report describes aspects of credit enrollment of Iowa high school students in community college courses in 2002 and 2003. Except where noted, data appearing in the tables that follow were provided to the Iowa Department of Education (DE) by the state's 15 community colleges via the DE's management information system. The tables provide detailed information showing that

- ❑ Iowa community college enrollment reached 111,745 students in 2003, up by 5.70% from the previous year, with the greatest percentage gains (9.05%–14.44%) occurring at mid-sized colleges with 2002 enrollments in the 5,000–6,000 range. (See Table 1.)
- ❑ High school student credit enrollments at community colleges increased modestly statewide, from 14.79% of total credit enrollments in 2002 to 15.96% in 2003. (See Table 2.)
- ❑ In 2002, college credit hours earned by high school students comprised 6.93% of credit hours earned by all community college students statewide; this percentage rose slightly to 7.39% in 2003. (See Table 3.)
- ❑ Statewide statistics show virtually no difference between 2002 and 2003 in the average number of

credit hours earned by high school students enrolled at Iowa community colleges. (See Table 4.)

- ❑ Postsecondary Enrollment Options-identified college credit high school students declined as a percentage of all high school students enrolled in community college credit courses, from 40.89% in 2002 to 29.83% in 2003. (See Table 5.)
- ❑ In 2002, high school credit enrollments were more evenly divided by gender (47.7% male to 52.3% female) than were all community college enrollments statewide (42.6% male to 57.4% female). For the most part, these proportions held steady in 2003: High school credit enrollments were 49.3% male and 50.7% female, while all community college enrollments statewide were 42.3% male and 57.7% female. (See Tables 6 and 7.)
- ❑ Minority students made up 3.9% of high school students enrolled in community college credit courses in 2002, as compared with 7.6% of community college enrollments overall. Percentages for 2003 were about the same: High school credit enrollments were 3.6% minority students, as compared with 7.9% of community college credit enrollments overall. (See Tables 6 and 7.)

Future Research

On their own, the statistics reported here are not sufficient to indicate emerging trends. But they provide a starting point for establishing a set of indicators to track future developments in credit enrollment of high school students at Iowa community colleges. Analysis of enrollment data for the next several years and information from other reports is expected to help answer the following questions:

- ❑ Does participation of high school students in community college credit courses increase the likelihood of their entrance into college directly from high school?
 - ❑ What kinds of college courses are high school students taking at the community colleges? Arts and sciences? General education? Career and technical?
 - ❑ Does the enrollment of high school students in community college courses and programs increase the likelihood that they will persist through the completion of postsecondary programs? Does high school college credit enrollment result in advanced placement in postsecondary programs?
 - ❑ Using the capacity of the National Student Data Clearinghouse (NSDC) to track postsecondary enrollments in subsequent terms, one may ask how many of these high school students enrolled in community college credit courses went on to enroll in other postsecondary institutions following their community college graduation. Did they attend the local community college? A four-year college or university? In-state or out-of-state?
- ❑ Do the data provided by the Iowa Department of Education's management information system (MIS) indicate that students going on to community colleges continue in a related program of study?
 - ❑ It is clear that there is much variation across the state in the enrollment of high school students in community college courses. Is this variation the result of strategic objectives of a community college? Specific marketing efforts? Program niches? Specific transitional linkages between the high schools and community colleges?
 - ❑ How does the percentage of minority high school students enrolled in community college credit courses compare with the percentage of minority students in grades 9–12 overall?
 - ❑ Why are PSEO (Postsecondary Enrollment Options) enrollments dropping, particularly among minority students?
 - ❑ Which credit courses are high school students choosing at Iowa community colleges?